De La Salle Series of Readers

Primary Reader

PE 1119
D4

DE LA SALLE

SERIES OF READERS.

THE

PRIMARY READER

MONTREAL

50 COTTE STREET.

PE1119
D49a

Entered according to Act of the Parliament of Canada in the year of Our Lord, 1887, by

M. M. GRAHAM.

in the Office of the Minister of Agriculture and Statistics, at Ottawa.

PREFACE.

The PRIMARY READER of this SERIES is divided into two parts. The first part contains the Alphabet and words, intended to exemplify the easiest vowel and consonant sounds; and the second, promiscuous lessons in words of two syllables, with a few simple words of three syllables.

By this arrangement the pupil is led, by easy steps, from the simplest to the most difficult combinations. It may be recommended that no pupil be advanced to another lesson until he can read, spell, and explain all the words of the preceding one.

The mode of teaching the Alphabet most successfully is to teach each letter as it is found in the combination. Thus a word is pointed out, *cross*, for instance, and the combined sound *cross* is taught. It is then spelled, its meaning given, and the letters, of which it is composed, shown in the line of letters prefixed to the lesson. This method interests the pupil and takes away the irksomeness and labor of acquiring each letter separately.

Names of objects are taught upon the same principle. The name is first read, then spelled, and the pupil is afterwards requested to tell *all he knows about it.* When it can conveniently be done, the object itself is shown, and its *parts, qualities* and *uses* pointed out. A pin, for example, is introduced, and passed round the class to be examined. The teacher then asks, "What is the name of this? The pupil answers "A pin." "Spell pin." "P-i-n" Can you tell me the parts of a pin?" It has a head—it has a point—it has a shank." "What kind of a head has it?" A *round* head." "What kind of

point?" "A *sharp* point." "What kind of shank?" A *straight* shank." "Right. Take notice now, that round, sharp, and straight, are *qualities* which a pin has. But can you tell me any other thing that is *round*?—that is *sharp*?—that is *straight*?—What is the *use* of a pin?" The examination should be varied according to the age and capacity of the pupil; in the first lessons, it will be sufficient to name such properties as come under the simple operation of the senses.

Qualities will, perhaps, be best explained by requesting the pupil to name objects which have the quality, and correcting the answers when wrong. *Actions* should be practically shown or described, and the pupil desired to mention the instruments by which the action named is performed. This explanatory exercise ought not to be confined to the words at the head of each lesson, which, for want of space, are necessarily few; other words should be selected from the lesson, and made the subject of the like exercise.

Another new feature is the introduction of script in Part II. The pupil not unfrequently wearies of the constant repetition of the same sounds and words. Now, in order to obviate this, the Teacher may require the pupil to practise the models given him at the bottom of each page. This will serve to make him interested in his lessons, whilst it easily initiates him in a practical course of penmanship.

This arrangement is the result of many year's experience which, perhaps, is the best guarantee of its utility. It will be seen from the nature of the lesson, that the great object of the Compilers is *to enlighten the mind* and *cultivate the heart*.

THE ALPHABET IN SMALL LETTERS.

a	b	c	d
e	f	g	h
i	j	k	l
m	n	o	p
q	r	s	t
u	v	w	x
	y	z	

THE ALPHABET IN CAPITALS.

A	B	C	D
E	F	G	H
I	J	K	L
M	N	O	P
Q	R	S	T
U	V	W	X
	Y	Z	

THE PICTURE-AND-WORD METHOD.

A, *A.*

ax, *ax.*

B, *B.*

bee, *bee.*

C, *C.*

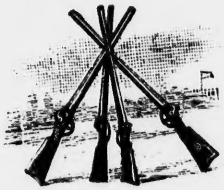
cross, *cross.*

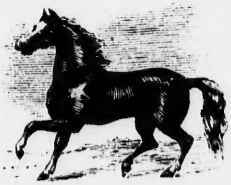
D, *D.*

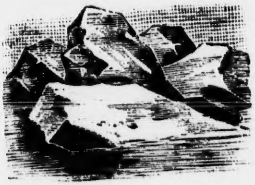
dog, *dog.*

E, *E.* eye, *eye.*

F, *F.* fox, *fox.*

G, *G.*  gun, *gun.*

H, *H.*  horse, *horse.*

I, *I.*  ice, *ice.*

eye,

eye.

fox,

fox.

gun,

gun.

horse,

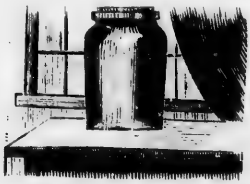
horse.

ice,

ice.

J, jar,

J. jar.

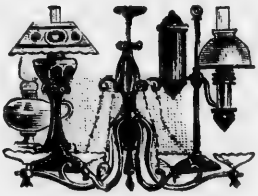


K, key,

K. key.

L, lamp,

L. lamp.



M, mill,

M. mill

N, nest,

N. nest.

O, owl,

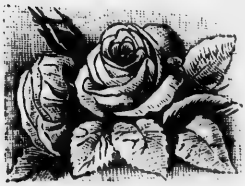
O. *owl.*

P, puss,

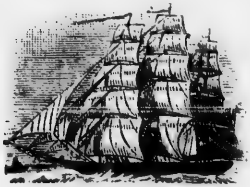
P. *puss.*

Q, queen,

Q. *queen.*

R,  rose,

R. *rose.*

S,  ship.

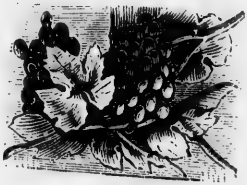
S. *ship.*

T, tree,

T. *tree.*

U, urn,

U. *urn.*

V,  vine,

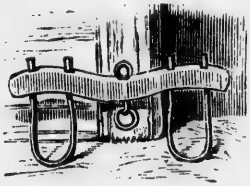
V. *vine.*

W, wolf,

W. *wolf.*

X, ox,

X. *ox.*

Y,  yoke,

Y. *yoke.*

Z, zebra.

Z. *zebra.*

PRIMARY READER.

PART I.

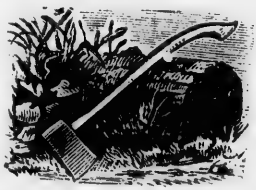
LESSON I.

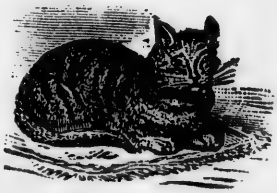
SHORT SOUND OF A.

ă.

a, an, and, at, rat, fat,
ran, pan, fan, tan, can,
hat, bat, had, bad, lad.

A hat, a bat, a lad, a tan.
A bad pan, a mad stag, a sad lad.





An ax and a lad. A bad can and fan.
A land. A cat, a rat, a hand, and sand.

Lesson II.

LONG SOUND OF A

a.

day. bay, ray, pay may.
say, lay, way, dale, late.

I say. May I? A cape and a way. I pray. May I say grace?

A bad way. I have a way. I say a fan and hat. I have an ax, a hat, and a fan. A cat ran at a rat. And in land, sand, and hand. Nell and Jim pray.

LESSON III.

OCCASIONAL SOUNDS OF A.

a.

all, ball, wall, fall, tall,
salt, malt, mall, hall, call,
gall, war, stall, small, talk.

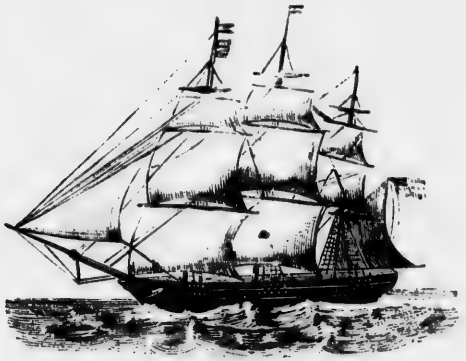
A day was bad. A ball was small. I am tall. A hall and stall. I had a bad fall. A war and fall.

ä.

ark, arm, bar, car, darm,
farm, park, par, garb, hard,
harm, far, lark, bark, part.

à.

fast, past, last, ant, cask, lance,
cast, mast, hasp, pass, raft, task,
grass, mass, class, dance, blast, bask.



ạ.

wad, was, watch, wash, swan,
what, wasp, wand, swamp, wan.

å.

air, pair, care, rare, pare, share,
fair, hair, hare, share, stair, dare

A pair, a share, a hare, a stair.
Air is in pair, fair, hair, and stair.
Are is in care, hare, share, pare, fare.
What are hare? Can I have a fan?

LESSON IV.

A REVIEW.

ärm,	câre,	wąs,	ánt,	dâre,
făn.	căn,	bāy,	ąll,	bär.
lást,	făr,	wąsh,	māy,	stāy.

D and ale are in dale. C in pace, face, grace, is as s. I can act a part. And is in hand, sand, land. Tar is dark. Art is in cart, tart, and start.

II.

I was at mass. A task is hard. Air is in pair, stair, fair, and hair. Are is in hare, pare, share, and dare.

At is in hat, fat, bat, rat, and mat. A man has hay and a hat. I saw a swan on the lake.

III.

I am in class. A park is large. I watch and pray. All can and may stay. Last day all was fair. What way is far? A bay is large. All

call at the hall. I want a ball. Ark is in bark, lark, and mark. Spare hare. Age is in rage, cage, page, and sage. Arm is in farm, harm, and swarm.

LESSON V.

SHORT SOUND OF E.

e.

end. met. bet. red. bell. fell.
tell. sell. hell. men. hen. send.
less. yes. pet. set. blend. tent.

An end is far. I fell in a dell. I send a ham. I ask a tent. Spare

a hen. End is in send and blend. Bless a bell. Get an ell. Ten men fled in a sled. May I ask Bell? Jane is in a sled. Well, James, are we far? What are we to do? I saw a dell. I have a fan.

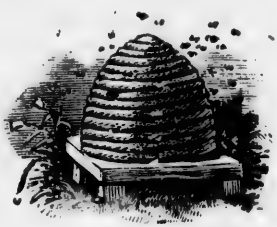
Lesson VI.

LONG SOUND OF E.

ē.

be, she, he, see, we.
key, fee, bee, me, here.

He is here. All are here. We are here. May and Bell are in a tent. Get me a hare. Spare men a task. Ask a man. Spell hair, air,



fare, man, was, stair, rare, ball, and swarm. I fell and bled. We see and tell. May ran, Bell fell and bled. See, Dave talks to a man. Rave not in sleep. I pay the fare. May was home. I was not there. See the bees.

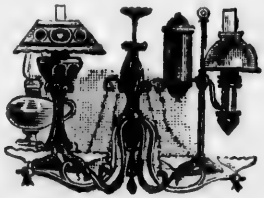
Lesson VII.

OCCASIONAL SOUNDS OF E.

è, ê, and ę.

ere, where, fern, term, verse,
prey, were, serf, merl, learn,
earn, pearl, pert, veil, vein.

A man has a term. A pert and bad Nell. Bell has fair hair. A pearl is rare. All were here in a tent. We earn and learn. May, Jane and Nell have a rose. The leaf is green. I



have a lamp. James has the keys. Where is the lamp and the key? The lamp gives light. All have an heir. We were a prey. Let me be. A vein bled. I send May and Nell.

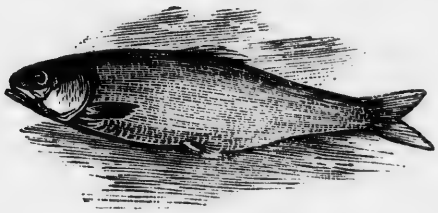
Lesson VIII.

SHORT SOUND OF I.

i.

big, bit, dip, fig, bill, will, fish, dim, dish, sin, spin, ink, tin, in, till, still, pit.

His lip split. He had him stay. It is fair play. John and James have a cart. They are in the street. It is well. Ink is black. I will have him here. Bring me a bill. Still, I will



have her here. Nell says it is a shame. Milk is white. His hat has a bad rim. Be still. May is ill. The fish has fins. It swims. It has eyes and a tail. It has a gill.

Lesson IX.

LONG SOUND OF I.

i.

mice, rice, ride, drive, ice,
mire, five, bind, bide, fire,
wire, tire, bride, nice, spice.

Mice are in a farm. Wire is in a yard. I bind hay. It is a fine day. It is a big fire. A bride is in white. Give me ice. It is mere play. Dan has a dog. Where is the dog.

Lesson X.

SHORT SOUNDS OF O.

ŏ.

hot, not, mop, ox, on, got, pot, lop, God, log, lot, blot, plot, spot, box, trot, doll, rock.

It is a hot day. It is not an ox. The pot is hot. He has not a blot on it. I gave Jim a box. Dan has a spot on his face. He got a log. The plot is bad. See the hop of that dog. On, on we go. This is not a nice spot. He got a box on the car. He was lost. A long way has an end. We have a fish in the fire. Tom has a fit. Still I find that he was not in the barn. It is dim and dark. The fish is on the dish. The lot is not large. God is here. I was in the barn. I was on the spot.

Lesson XI.

LONG SOUND OF O

ō.

no, go, so, gold, bone, more, hope, rope, tore, told, fold, hold, tone, mole, low, nose, most, note.

No, I can not go. The more I see, the more I hope. Yes, God is hope. Love God and pray to him. Go and

say what is right. It is low to tell a lie. Ore is in bore, tore, more, and lore. He tore the note. Where is Ann?

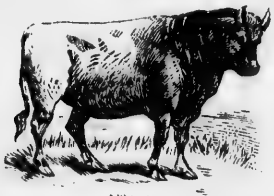
Lesson XII.

OCCASIONAL SOUNDS OF O.

o, o͞o, o͝o.

to, do, who, moor, wood, loose, good, hood, foot, two, move, loom, loop, moon, wool, took, cook.

Do not stop the clock. Who is there? What do you want? Come in? Hold fast to the rock. God is love. Go, and sin no more. He took his hat. He was in a strange



mood. Loose the ship. **Hook it** on to the tree. It is a loom. The horse has a hoof. Do not come home. Here is a wolf and an ox. Who took the wolf? The wolf is on the hill. Had Jim and Dan a box.

Lesson XIII.

SHORT SOUND OF U.

ŭ.

up, cup, rub, us, bud, cub, tub, nun, nut, bun, run, sun, rust, cull, bug, sup, spun, stub.

I can run five miles. The rose has a bud. Do cull a rose. The sun is high. An ant and a bug are on the stalk. Come and sup with me. The

rust is on the cup. I like a good bun. He came to us, and told us all. What is a stub? Did you say a bird is in the nest? Where is the nest.

Lesson XIV.

LONG SOUND OF U.

ū.

cure, pure, lute, flute, duke, tube, mule, mute, use, fuse, muse, plume.

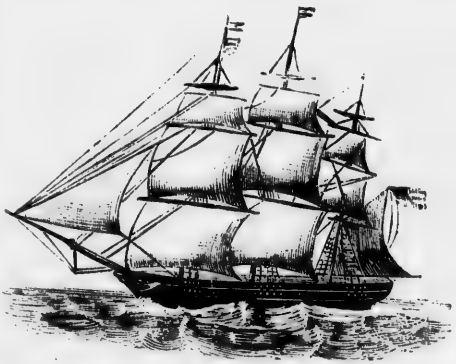
I can be pure and good. I like the lute and flute. Who is a duke? Where is the plume? I sing and muse. Did you see a mule? I have an eye and a dog. What does the

eye see? Where is the dog? Where does the dog sit? Where do Dan and Tom go? Jim is as mute as an owl. Did he play the flute? The flute is sweet Do not muse too long. I ca cure you, if you are pure.

LESSON XV.

shĭp,	sēa,	this,	fĭsh,
wĭnd,	sāils,	mākes,	fȧst.

This is a big ship. It sails on the sea. The wind fills the sails, and makes it go fast. Men cross the sea in ships. The sea is deep. What has James? It is a fish. Did that



fish live in the sea? Yes, it did. Do you like to go in a ship? Yes. I like the sea and the lake. This ship has guns and flags. It has three masts, a hull and a stern.

Lesson XVI.

OCCASIONAL SOUND OF U.

u, u, û.

rude. full. curl. fur. puss. put.
sure. rule. hurt. burn. bush.
bull. Ruth. rune. curve. lurch.

It is rude to pinch. Do not curl your lip. You are full of fun. The puss is still. See how the bush burns.

Ruth is a good girl. She is kind. James and May, where are they? What time is it? Did you see snow? Is snow white? Will and James are good. The bird is in the bush.

Lesson XVII.

wĕnt,	they,	walk,	cāne,
Tŏm,	James,	hōme,	gāve,
rōad,	bo͝oks,	rāin,	mūle.

Did Tom go? He went with James. How far did they go? They went five miles. Can they walk so far? Yes, and they can walk home.

Tom has a big cane. Has James a cane? They have their meal in the sacks. But they pray first to God and ask Him to bless the food.

Lesson XVIII.

LONG AND SHORT SOUND OF Y.

ȳ, y̆.

fly. gyp. pyx. sly. by. kyd.
cry. hyp. bye. hymn. dye.
sty. gypse. nymph. myth. lye.

I saw a sty. The pyx is a round box. It is made of gold. It is used by the priest when he sees the sick. A hymn is good, when it is well sung. I do not like to go too near the sty. Why does John cry? He is a good boy. Jane is sick, and May cries.

Lesson XIX.

REGULAR DIPHTHONGAL SOUNDS.

oi, oy, ou *or* ow, *unmarked.*

boil, out, boy, fowl, coil, count,
joy, foy, point, now, moil, join,
pout, plow, sow, oil, coy, count, soil.

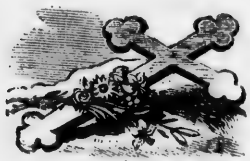
Jane can count five: One, two, three, four, five. The birds are coy. Look at all the birds that fly in the air. Some are on the tree. Birds build their own nests. Did you see a nest?

Lesson XX.

A REVIEW.

lóve, rúle, bûrn, pu̧ss, pūre, bȳe, lēarn, whêre, bird, mōle, pre̦y, clīmb, clĭff, cûrse, bu̧sh, ärm, àir, tásk, ta̧ll, swa̧n, pro̦ve, brōōm, bounce, cóme, bow, gout, foy, cŭb, nymph.

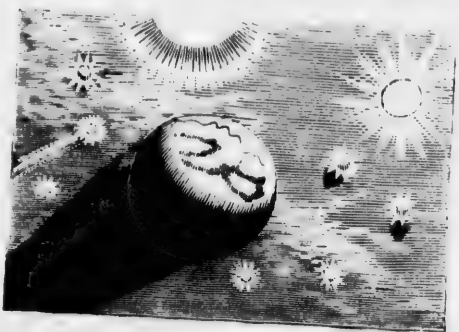
Do not praise nor blame him. Faith is God's gift. God loves those who do not curse. Make a bow. He has the gout. They stain, or pain the barn in a strange way. Did you see a rose? Look at my urn. Her is a cross. No cross, no crown.



Boil the fowl. Join the men who toil. Plow the soil. It is bad to pout. This milk is sour. I hear a loud howl. The dog tore her gown. Did she pout? Lie down and sleep.

Cure the mute man. See the dupe fret and fume. He has a shoe and a boot. He will soon lose his way. The rude boy had my hoop at noon. I am sure the rule is true.

A clod of mud. A long log. The wasp is gone. Sing a song. God made the sun, moon, and stars. God



is good. We must be good and pure. All the saints are with God.

Use a low tone. Hear the cold wind roar. It will blow the snow. Do not mope, nor try to row with one oar. The Pope is in Rome.

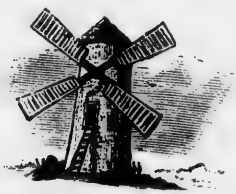
Lesson XXI.

CONSONANT SOUNDS.

ç, ȩ, ch, (*unmarked*), ȼh, and ç̣h.

ace, celt, corn, car, face, child, touch, choir, chord, rice, pace, cash, match, each, which, Christ, latch.

Corn is good to eat. That child has a sweet face. Did you hear the choir sing? Oh, what fine chords! I am no match for you. Loose the latch of the door. I can run a good



pace. I do not like rice. You must pay cash. I like to look at the mill. Does the fox look like a dog? Do not touch him for he is in a pout. Poor John has lost his cap. Which

child told the lie? Do not tell lies. Christ is the Son of God. In Him we live, move, and act.

Lesson XXII.

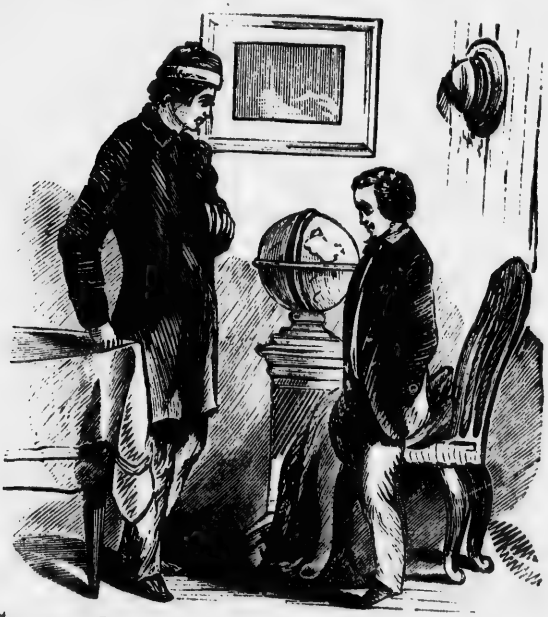
CONSONANT SOUNDS.

ḡ, ġ, ṣ, ng (*unmarked*), th (*sharp*), th (*flat or vocal*), and n̰.

go, get, age, cage, rose, tease, was, sing, ring, thin, thank, this, there, ink, pink, gold, gem, please, think.

Go to school and learn how to read the first book. I will get the chalk. He is six years of age. The bird is in the cage. I saw a red and a white rose. Jane is a great tease. I was at home. I can sing "Home sweet Home." Did you ring the bell? This chord is thin. I thank you for a piece of bread. May and Nell were there. Ink is black. Bell has a pink

dress. Ma has a gold ring; it is a gem. Will you please, give me a cup of cool water. We all think it is good to play. Let boys have their sport. This is a long plank.



See what a good boy John is. He can read and write well. He is gay and loves to play, but he loves to learn too. We live on the earth.

ing ; it is a
ve me a cup
k it is good
heir sport.

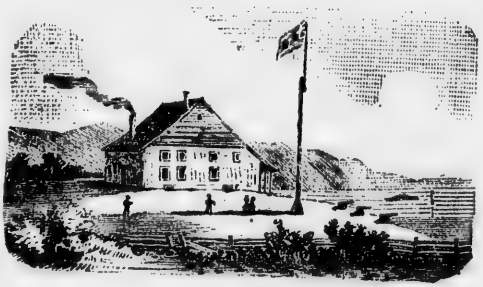
nn is. He
s gay and
to learn

LESSON XXIII.

gh, wh *(like hw)*, qu *(like kw)*, and ph *(like f)*.

laugh, quick, what, phrase, whip, sleigh, though, rough, quill, wheat, phlox, phiz, quack, cough, tough.

I thought girls were not rough. Do not cough so loud. Be quick. What did Clare do ? She went in a sleigh. How did you like that quill ? I think



that man is a quack. Is this a fort ? Is it a phiz ? Why not ? Phiz means the face. Wheat grows on the farm. Do not whip the horse. Look at the flag. The house is near the shore.

I tried to be good, but I had to laugh at the mean phiz. You thought James was small. Where did May learn that phrase. Do you see the guns

Lesson XXIV.

A REVIEW.

sl͟eigh, [slā′] w͟eight, [wā′] rā͟i͟l, l͟augh, [l͟a
c͟ough, [k͟awf] rough, [rŭf] to͟ugh, [tŭf] frā͟i͟l, mā

Tom has a dog. He can run fast. The boys like to play with him.

t I had to laugh
thought James
did May learn
see the guns

XIV.

v.

rāil, laugh, [la
gh, [tŭf] frāil, mā

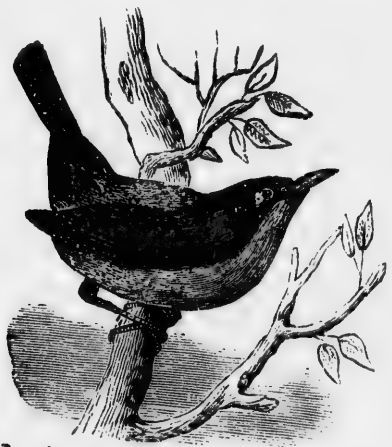
can run fast
with him. H

oes not bite them. They do not
rt him. They are good boys.
hey like to run and play with the
log, and he likes to play with them.
They are fond of him, and he seems
to know it. Dogs, at times, pull
sleighs. James and John laugh. The
cold makes boys cough. Some boys
and girls are rough. Do you like
boys who are tough? I am weak
and frail. Did you see the mail?
It comes by rail. It weighs ten
pounds. I saw a chart. What is
on the chart? Do not be so rough.

You thought James was tough.
Why are they there? Soak the
oaf of bread. He told most of the
le in joke. I hope to hear no oath.
slow ox. A big nose. Can he
oax you to walk with him? The
old man had gold. He tore my coat.

Lesson XXV.

No cross, no crown. The day is done, and life is o'er. Good deeds must now stand with God. Yes, Waste not, want not, since we pray For food to God from day to day: For, when each day we rise from bed, We ask the lord to give us bread.



That bird, that o'er us chirps and sings, Will drop to earth, and folds its wings, And to our homes, with joy will come, To glean from us each mite and crumb.

God loves those who love Him. My child, will you not love Him? He asks no hard work, but that you love Him and be all His. Will you not try to love and please Him? Hear Him say: "Child, give me thy heart."

LESSON XXVI.

JAMES AND HIS DOG.

snōw, drąws, shŏes, whĭps, works, [*wûrks*] stănds, gnăt, lōad, blo͝od, strŏn̆ğ, erŭsts, fē̤ēds, brāve, lo͝ok, jŭmps, wąrm.

a fig, a pear, a broom, a cart, a good home, a big hound, a white mouse, the high dome, a dry branch.

It is a cold day. Snow falls fast. The boy has no shoes. His feet must be cold. The dog draws the cart. The boy whips the dog to make him go fast. The dog stands still. He looks at the boy with a sad look. But now he goes. The boy helps him.

This boy is brave. He works hard; hard work will keep the blood warm on a cold day. The dog can run fast when he has not a great load in the cart. James jumps in and has a nice

ride. The dog is large and strong and can draw a big load. The boy feeds the dog. He gives him crusts of bread, and gets for him cast-off

e works hard ;
e blood warm
g can run fast
at load in the
and has a nice

and strong
d. The boy
es him crust
him cast-off

bones and cheap meat. The boy is now at home ; it is a dark night. He has had a cup of warm tea, and he will soon go to bed. He sleeps well. It begins to freeze. The dog barks. He fears the dog. He strikes him, but it is all in vain. Thus you see the dog is a good watch. Treat your dog well.

Lesson XXVII.

LITTLE FRANK.

därk, hănds, wrōng, nīght, knōw, thĭngs, light, sĕnse, whọm, mādę, rīght, tạught, [tạwt] chīld, sēęs, trīęs, lȯves, tāstę, wĭth, whĭch, wĭsh, mouth, hōld, hēạr, ēạr

Who made you? Who gave you ears to hear, eyes to see, a mouth to taste, hands to hold, feet to walk, and the sense to know right from wrong? Who made all things that have life? the sky, the sun, moon, stars, earth, and sea? Who made all that grows

on the earth, all that is in the eart
in the sea and in the air?

I will tell you. Do you wish
know? *It was God.* He who ma
all what you see. He has made yo

too, and all you love. He made yo
to be good. If you are good, He wi
love you: but if you are bad, He wi
not love you.

at is in the earth
e air ?
Do you wish
He who m
e has made

He made yo
good, He wi
e bad, He wi

God can not be seen by us, but He
an see us at all times, and can see
l that we do. If you tell a lie, God
nows it ; and if you do a bad act, He
yees it. You can not hide from God
o where you please, no matter how
ecret the spot, God is there. So,
hen, the least bad act, or lie, or
ord, is known to Him. How good
hould we be ! God is with us.

A good child loves God, and tries
do what will please Him. All
at we have, we owe to God. If
e pray to Him as we ought, He
ill hear us, and keep us, and do
or us what is best. Let us, then,
ove God with our whole heart, with
ur whole soul, and with all our
rength. Frank will kneel down
d thank God for all His gifts
o him.

LESSON XXVIII.

HORSES.

whīte,	Frănk,	should,	aunt,	mīles,
strānge,	fīēld,	dāle,	cāve,	kīck.

I am fond of a fine horse. John has a black horse. Frank has a white horse. Can Frank's horse run as fast as John's? He can run just as fast.

Does Frank ride that white horse? He does; he rides him when he goes to see his Aunt Jane. She lives six miles from here. Does the black horse kick or bite? No, he does not, but a boy should not go too near a strange horse.

VIII.

ąunt, mīles,
cāve, kĭck.

horse. John
k has a white
se run as fast
n just as fast.

hite horse?
hen he goes
he lives six
s the black
he does not.
too near a

See how the white horse runs! Aunt Kate would like to have a black horse, but James would like a white horse. What kind do you like? Aunt Ann says she is fond of a gray horse. I like all kinds, if they are good.

Lesson XXIV.

JAMES SHEA.

ƒoy, now, ūṣe, thŏugh, [tho] dōor, stōre, nāmę, thrǫugh, [thrō] brŭsh, gōōd, lóves, pōōr, bāt, pāint, work, [wûrk] spāre, măn, drąw, lėarns, tīmę, wāste, pāins, mĕn, thôuġht, [thąwt] fōōt, eläss, whĕn, wāit, tōōk, māin, mākэ, smąll, wāy, līkes, rēąd, wrīte, blūe, thĭn, mōre, ġreāt.

This boy's name is James. He is a good boy. He is small, but he has to work in a store, for he is poor. But the man for whom he works, loves him. James likes to draw and paint. When he has any spare time he learns to read, to write, and to

draw. This is the way to be good and to be great. You will be a good boy like James. You will learn to read and write and draw. Now you have more time to learn than James had. Make good use of your time, and God will love and bless you.

God gives us the time that we may make good use of it. Time will not wait for us. Paul Brown made bad use of his time. He took no pains to learn, and was sent to the foot of

his class. Boys who waste their time can not learn, nor can they be good boys; and when they grow up, they will not be good men.

Do you know what the wise man said? No, pray tell me sir. He said: "Time and tide wait for no man." "We are here to-day, and to-morrow we are no more."

Lesson XXIX.

LITTLE JOHN.

nīght, bĕd, māke, hăve, Pa-pä,' down, ēarlў, lŏve, Mam-mä', plēase, dārk, mīght, strŭck, knēel, warm, slēep, brīght, whōle, eight, [āt] nīght, knōw, hēar, would, [wo͝od].

1. John it is time now to go to bed. It has just struck eight. You know that at that time all good boys go to bed. John, you will kneel down, and pray to God, and then go to your nice, soft, warm bed.

2. So soon, Mam-ma! please, let me stay. I would like to sit up and hear you talk, and I like to see you and Pa-pa sit by the fire. The fire is so bright now and I do not need a sleep.

3. It is good for a boy of your age to sleep the whole night. So come and pray to God to make you a good

boy. Your room is warm; it is dark, and it is best for you to have a dark room. When you go to bed, you shut your eyes, so you do need a light.

4. O, yes Mam-ma, I will go at once. I want to be a good boy, and I wish to make you glad. You are so kind to me Mam-ma!

5. You are a good boy, John, you make me very glad, I and Pa-pa love you. Have a good sleep.

6. I will. Good night Mam-ma; good night Pa-pa. John was a good boy. It was right for him to act as he did. All good boys will do like John. They must love Pa-pa and Mam-ma, make them glad, and pray well to God.

7. All can love Pa-pa and Mam-ma. We must act as John did. God loves those who love Mam-ma and Pa-pa. But all of us like to have our own way from time to time. We feel hurt if we can not get it. You see that John at once said that he would do

love you, and God will grant you al
you ask of Him.

Yes, happy hearts who trust in the
hearts of Je-sus and Ma-ry. Brigh
shall be their fut-ure. Who can tel
what Je-sus does for those who love
Him. We like to have our own
way, but we must always do right
and do what we are told. So it is.
God tells us what we must do through
Mam-ma and Pa-pa. All who are
good say *yes*. Now make it a point
to be good.

Lesson XXXI.

Jē'-sus, hēre, stärs heärts, brīght, sword, grānt, hō-ly, through, [thrōō] Gŏd, erŏss, thōse, Mā-ry, what, [hwot] līght, mùst.

Here are two Hearts. They are the
Hearts of Je-sus and Ma-ry. The
heart of Je-sus has a cross on it. The

ill grant you al

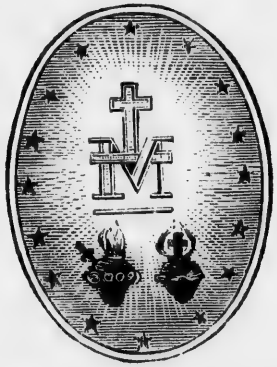
who trust in th
Ma-ry. Brigh
. Who can tel
hose who love
have our own
ways do right
old. So it is.
ust do through
All who are
ake it a point

XI.

d, Mā-ry, līght,
s, what, [hwot]
ō] thōse, mŭst.

They are the
Ma-ry. The
ss on it. The

rt of Ma-ry has a sword through
Do you love the Hearts of Je-sus
d Ma-ry? See what a bright light
nd such bright stars! That light is
om God. You must pray to those
-ly Hearts. Je-sus and Ma-ry will



ove you and God will grant you all
ou ask of Him.

Yes, hap-py hearts who trusts in
he heartsof Je-sus and Ma-ry. Bright
hall be their fut-ure. Who can tell
what Je-sus does for those who love
Him! Ma-ry, our Moth-er will ev-er be

near us. Those ho-ly hearts are dear to us. Who can tell why? Ah! no tongue can tell, but we can all feel! Sweet hearts, dear hearts, holy hearts, pray for us. We are thine. O, yes, love these hearts, and all will be well.

ER

earts are dear
hy? Ah! no
e can all feel!
s, holy hearts,
ine. O, yes,
l will be well.

PRIMARY READER.

PART II.

Lesson 1.

pōil, ạl'wāyṣ, chĭl'-drĕn, schōōl, lĕs'-sons, hēer'-fụl-ly, lit'-tle, vĕr'-y, ĕv'-er-y, ēaṣ'-y, hăp'-py, eăt'-ĕ-chĭṣm, tēach'-eṣ, com-mūn'-ion.

These chil-dren go to school e-ver-y day. They can read the eas-y les-sons in the first part. Their kind teach-ers are ve-ry fond of them, for they are good chil-dren.

They do cheer-ful-ly all that they are tol
to do. They are al-ways neat and clea
They learn a les-son in their cat-e-chis
ev-er-y day, and will soon be fit to mak
their First Com-mun-ion. What a hap-p
day that will be for these lit-tle chil-dren.

Questions.—1. What is a lesson?—2. What is a school?—3. Wh
is a catechism?—4. What is the First Communion?

Lesson II.

be-fōre, naughty, en-trēat', de-part'
grēat'-er, Sāv'-iour, a-bōve', ev'-el-

I must pray
Both night and day.
Be-fore I eat,
I must en-treat,
That God would bless,
To me my meat.

It is a sin
To steal a pin,
Much more to steal
A great-er thing.

I must work,
And I must pray,
That God will feed
Me day by day.

I must not kill
A lit-tle fly,
It is an act
Of cru-el-ty.

I must not be
Or rude or wild,
I must not be
A haught-y child.

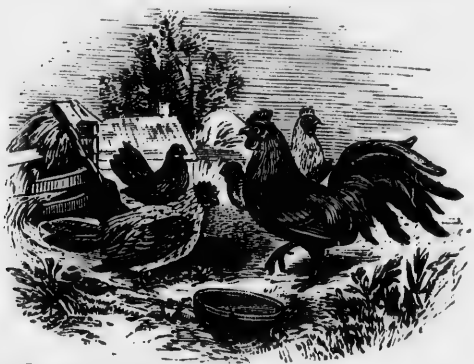
O! bless-ed Sav-iour,
Take my heart,
And let not me
From Thee de-part.

Lord, grant that I
In faith may die,
And live with Thee
A-bove the sky.

Lesson III.

yard, scrape, wa'-ter, tub, mold, ôr'-der, corn, soft, chick'-ens, worms, eggs, gath'-er, fresh, wings, dan'-ger, young, shrink, de-part'.

1. The hens are in the yard. There is wa-ter in the tub. Hens eat corn and worms. They are fond of worms, and they will scrape up the soft mold with their feet, in or-der to find them. Hens lay eggs. Eggs are good to eat while they are fresh. Hens



are fond of their young chick-ens. They will gath-er them un-der their wings when it rains, and will shrink from no danger in de-fense of them.

2. But your moth-er loves you much bet-

I.

b, mōld, ôr'-der,
ms, ẹ̄ggs, gāth'-er,
g, shrink, de-pärt'.

yard. There is
corn and worms.
and they will
th their feet, in
lay eggs. Eggs
re fresh. Hens

ck-ens. They
ir wings when
no danger in

ou much bet-

than the hen loves her chick-ens. She
tch-es over you, and takes care of you,
y and night; and when you grow old
nough to be a-ble to take care of your-self,
e will not cease to love you. Her love
you will last as long as she lives.
ow care-ful, then, should you be not to
-fend your moth-er, or give her pain in
n-y way! You should not on-ly o-bey her
er lov-ing-ly and cheer-ful-ly, but you
hould try to do what would be pleas-ing
o her.

Questions.—1. What does the picture show?—2. What does the lesson say about hens?—3. What did you learn of the love of a mother?—4. How should act toward mother?

Lesson IV.

THE DAISIES.

s'-ter, thrēē, stärs, ēarth, grēēn, win'-dōw, ames, yēar, An'-nie, tûrf, chāin, dāi-sy, har'-liē, trīed, grew, [grụ] dāi-sies, gō'-ing, ath, eạlled, lōōk'ed, up-ŏn', ạft-er, mōōn.

1. A lit-tle boy sat on the green turf, and ied to count the dai-sies that grew u-pon it,

one, two, three, four; but he could not go on. He did not know what came next to four.

2. His lit-tle sis-ter, who was play-ing on the path by his side, said: I know, Char-lie. I was four last year and this year I am five. So it must be five that comes next to four." —"and after five, An-nie, what comes then?"—"O, that I can-not tell. Now let us make a dai-sy chair."

3. That some day, when the lit-tle boy and his sis-ter where go-ing to bed, they looked out of the win-dow at the stars in the sky.

4. Char-lie said, "I could not count the stars?"—"I am sure you will not be able to do that" said An-nie, "for there is on-ly One who can count all the stars."

—"Who can?" asked Char-lie.

—"God," said An-nie. "Mam-ma told me that. God can count them and He calls them all by their names."

God made the sun, the moon, the stars.
He made the earth and sea:
Things great and small, God made them all.
He made both you and me.

Questions.—1. What is a daisy?—2. Why could Charlie not count them?—3. What answer did Annie give about the stars?—4. Who is God?

Lesson V.

LITTLE NELL.

ars, Mā'-ry, vĕr'-y, prāy'-ers, tąught, Jē'-şus, nĕv'-er, sis'-ter, hўmns, mŏth'-er, ą'l'wāys.

Poor little Nell is ver-y sick. Her sis-ter Rose is cry-ing. She fears lit-tle Nell may die. Their moth-er is by the bed-side. She

is tak-ing care of lit-tle Nell. She feels ver- sad, but she takes good care of her chil and puts her trust in God. Lit-tle Ne was a good girl. She nev-er told a lie. S said her pray-ers night and morn-ing. S al-ways knew her les-sons well. She had sweet voice, and was taught to sing ni hymns. Here are some lines of a nice hy which lit-tle Nell was fond of sing-ing—

Hail Ma-ry! as a lit-tle child,
I haste to thee, my moth-er mild!
Oh, bend on me thy lov-ing eyes,
And hear thy child's en-dear-ing cries.

ell. She feels ver-
care of her chil
God. Lit-tle Ne
v-er told a lie. S
nd morn-ing. S
s well. She had
ught to sing ni
ines of a nice hy
d of sing-ing—

child,
-er mild!
ing eyes,
dear-ing cries.

Hail Ma-ry! thou hast stood be-side
The cross, and wept as Je-sus died!
Oh, grant that I may with thee weep,
With thee may watch and vig-il keep.

Questions.—1. What do you know of little Nell? 2. When is a child good? 3. Who is Mary? 4. Who is Jesus.

Lesson VI.

sc̣ȳthe, fi̊elds, called, lo͞ok'ing, grass swēet, cut'-ting, cov'-ered, shärp, drīed, hăn'-dle, un-ēa'-sy, blāde, stĭck, win'-ter, find'-ing, chief smĕlls, hôrs'-es, sns-pĕets', play'-ing.

1. This man is cut-ting grass. He cuts it with a scythe. A scythe is a big, sharp blade. It is made fast to a long, bent stick. is long stick is the han-dle. The grass, en dried, is called hay. Cows and hors-es fed with hay. New hay smell very ee't. In win-ter, when there is no green ass, and the snow is on the fields, then ay is the chief food of cows and hors-es.

2. "Make hay when the sun shines," is good ad-vice. Lit-tle boys and girls

some-times help to do it. They like to pl
with each oth-er a-mong the hay-cocks.

3. John and James and Em-ma are pla
ing in the mead-ow. They have such gre
sport play-ing hide and go seek, that th
will not give much help to the hay-ma
ers. Now it is time to go home, but Em-
ma has lost her hat. See, she is look-ing
for it, but can not find it. It must be cover-
ed with the hay. John sees that Em-ma is

un-ea-sy a-bout the loss of her hat, and h
is help-ing her to find it. James laughs a
her, but he soon finds the hat. Em-ma now
sus-pects that James, who is fond of a joke
hid her hat, and hard-ly thanks him fo
find-ing it.

But they go home well pleased with how
they have spent the day

m m m n n u u mnu

Questions.—1. What do you see in the picture?—2. What is a scythe?—3. How is hay made?—4. What beasts eat hay?—5. What are the children doing?—6. What do you mean by this saying: "Make hay while the sun shines?"

Lesson VII.

A FAITHFUL DOG.

ough, strēēts, sought, [sawt] más'-ter, ēi've, lik'-ly, bĕg'-gar, çēr'-tain, món'-ey. '-dōw, sóme'-tīmes, môr'-sel, hŭn'-gry, wāys, un'-lĕss, fāith'-fŭl, eol'-lĕct, gĭv'-en.

1. The name of the lit-tle boy is Tom. e name of the dog is Prince. See how nd that big dog is. He lets lit-tle Tom

on his back. How happy he is to have n a good ride. His father al-lows him ride thus when he knows the les-son en him to study in his read-ing book.

Tom knows this big dog will not hurt hi
The old man who sits near the table is t
father of Tom: he is writing a book for
young son. It is the "Elementary Reade
Tom will have it as soon as he knows t
Primary Reader well.

2. In the city of Rome there was a poo
blind beg-gar, who was always led by
dog. The poor man went twice a wee
through certain streets of the city, to collec
alms. The dog knew all the streets throug
which his mas-ter was to be led, and ever
door in those streets at which he was like-l
to get any thing. When a piece of mone
was thrown from a win-dow the beg-ga
could not, of course, seek it, but the poo
dog sought it out, took it up in is mouth
and put it in the hat of the poor man
Bread was some-times thrown to them fro
the win-dows, and though the dog mus
have been bad-ly fed at home, and was oft
en hun-gry, yet he nev-er ate a mor-sel o
the bread, un-less giv-en to by his mas-te

eeee aaaa eaea eaea eaea

Questions.—1. What is the subject of the lesson?—2. What was the father doing?—3. Was Tom a studious boy?—4. When shall you get the Second Reader?—5. What do you know of the blind man and his dog?—6. What does the lesson teach us?

Lesson VIII.

THE CHURCH AND THE THEATRE.

par'ents, re-çēi've, thē'-a-tre, sus-pĕct', com-in, [-gĕn'] in-strŭc'-tion, ăet'-ing, touched, pre-pâr'-ing, tĭck'-ets, bĕn'-e-fĭt, âft'-er-nōōn, go-ing, ē'vĕn-ing, şăe'-ra-mĕnt, eŏn-fir-mā'-tion.

1. Where are you going, Paul? said Wal-ter Car-roll to Paul Bren-nan, as he met him in the street one aft-er-noon.

2. I am go-ing to the church, said Paul; Fa-ther Far-rell is pre-par-ing us for con-fir-ma-tion. Are you not com-ing with me, Wal-ter?

3. Oh, no, said Walter, I am go-ing to have great fun; I am go-ing, this e-ven-ing to the the-a-tre, and I want you to come with me. I have two tick-ets, one for you and one for me. Do, Paul, do come with me; Fa-ther Far-rell will not miss you at all, and your par-ents will nev-er sus-pect where you have been.

4. Why, Wal-ter, said Paul, how coul
you ask me to do such a thing? How ca
you dare do so your-self? Are you no
pre-par-ing for con-fir-ma-tion as well as
am? How, then, can you go to the the-a
tre when your par-ents think you are at th

church? You know how wrong it woul
be. Be-sides, it would be a sin to miss t
in-struc-tion. It would be act-ing a gre
lie. We can on-ly be con-firmed once. an
we ought to do our best to be good, an

aid Paul, how could
a thing? How ca
self? Are you no
na-tion as well as
ou go to the the-a
think you are at th

wrong it woul
a sin to miss t
be act-ing a gre
-firmed once, an
to be good, an

all the ben-e-fit of this sac-ra-ment,
h we can nev-er re-ceive a-gain.

Wal-ter was touched by what Paul
He tore up the tick-ets for the play,
went with Paul to the church.

tions.—1. What do you notice in this picture?—2. What is
ect?—3. Of what does the lesson treat?—4. Whom do you
was right, Walter or Paul? and why?—4. What is the
? a theatre?—5. What is confirmation?—6. Paul said you
ceive it only once, why?—7. Does Paul teach us any lesson?

Lesson IX.

PROVIDENCE.

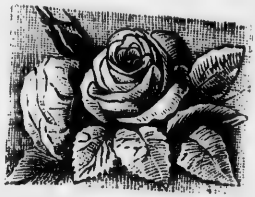
n'-ey, plĕaṣ'-ānt, flow'-erṣ, [flours] wēave,
m'-mer, tạuḡht, [tawt] buṣ'-y, [bĭz'y]
th'-er, swēet'-est, wĭn'-ter, nār''-rōw.

Who taught the bird to build her nest
Of wool, and hay, and moss?
Who taught her how to weave it best,
And lay the twigs a-cross?

Who taught the bus-y bee to fly
A-mong the sweet-est flow-ers?
And lay her store of hon-ey by,
To eat in win-ter hours?

ors ors ors moss see me an mo.

3. Who taught the lit-tle ants the way
Their nar-row holes to bore?
And through the pleas-ant sum-mer's
To gath-er up their store?



4. 'Twas God who taught them all the
And gave their lit-tle skill;
And teach-es chil-dren, when they
To do his ho-ly will.

Questions.—1. What do you understand by Providence?—2. what does the first stanza treat?—3. Tell what you mean wool, hay, and moss?—4. What is a bird? Are all birds alike 5. What do you get from bees? How is it obtained? How are kept?—6. Did you ever see an ant? Did you see an idle ant? Who taught them to do all this as well?—8. What lessons are taught by he bird, bee, and ant?

Lesson X.

THE SLEIGH RIDE.

sleigh, [slā] vĭsĭt, hŭn'-gry, drīve, ō'-ver, plĕasure, thôught, [thąwt] fäther, plēąsed, căr'-ried, bĕgged, bŭf'-fa-lo, wrăpped, cōv'-ered.

Little Nel-lie Gray want-ed to have a sleigh ride. She loved the sound of the sleigh bells, and thought it great fun to be car-ried so fast over the snow and ice in the sleigh. Her father had put the horse to

the sleigh, and was go-ing to drive in-to town. Little Nel-lie begged to be taken with him, so that she could have a ride in the sleigh. Her father wrapped her up warm-ly in the buf-fa-lo robe, and start-ed off at a

rapid rate. The snow fell so fast and thic
that they could hard-ly see where they wen
but the good old horse knew the road we
and would, no doubt, car-ry them safe-ly
town. Oh! father, said Nel-lie Gray,
that little bird. Is not that poor bird c
and hun-gry? No doubt, the poor bird
hungry, for now that every thing is cov-er
with snow, the poor bird can-not find a
thing to eat. Nel-lie begged her father
stop the sleigh, so that she could throw o
to the poor bird, some crumbs of cake th
she had in her bas-ket. Nel-lie had a g
heart. She felt for the poor bird. And
though she was great-ly pleased with
sleigh-ride, and with her visit to town, f
she was never there be-fore, yet she had mo
pleas-ure in see-ing the poor bird pick u
the crumbs of cake, than in any thing el
that day.

Questions.—1. Do you know the subject of the lesson?—2. Wh
prompted little Nellie to go to town?—3. Do you know what it is
be curious? 4. How many things are required to make a sleigh?
5. Who makes sleighs? What is their use?—6. What can you lea
from this lesson?

hh, home, hum, hunt.

ll so fast and thic
e where they wen
new the road we
r-ry them safe-ly
Nel-lie Gray.
hat poor bird c
. the poor bird
y thing is cov-er
l can-not find a
gged her father
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in any thing el

t of the lesson?—2. Wh
Do you know what it is
quired to make a sleigh?
?—6. What can you lea

Lesson XI.

THE FLOWERS.

′-ry,	sĭs-ter,	flow′-ers, (flōur)
ţş′-ĭn,	lĭt′-tle,	vĭş′-ĭt,
ŭn′-trў,	Jū-lĭă,	pret′-ty, (prit′ў)
ap′-lĕţş,	smĕll′-ing,	nōşe′-gāyş,
m′-mer,	găr′-den,	shōwed,
fōre′,	ăft′er,	plĕked,
ny (mĕn′y)	nīç′est,	hănd′sŏme.

Ma-ry Dean and her sis-ter were good lit-
girls. Their cous-in, Ju-lia White, lived
the coun-try, and was very fond of flow-

s. She would weave them in-to pret-ty
ap-lets or sweet-smel-ling nose-gays. When

m, hunt. pppp. pa. papa. pan.

Mary Dean and her sis-ter went to vis-it J
lia, it hap-pened to be a fine sum-me
day, the sun was clear and bright so th
they spent a most pleas-ant after-noon: s
took them in-to the garden, and through t
fields, and showed them her pretty flow-e
She told them the names of those they h
not seen be-fore. After they had picked
great many of the nicest flow-ers, they
down at the foot of a fine old tree, and w
them in-to pret-ty chap-lets. But the nic
chap-let of all was made for a hand-so
statue of the Bless-ed Vir-gin which Ju
had. Her father gave it to her when
was nine years old. She had it placed o
little al-tar in her bed-room, and she lov
to a-dorn it with flowers.

These chil-dren have a great de-vo-tion
the Bless-ed Vir-gin. They re-gard her
their moth-er. That ac-counts for the re
on why they have gath-ered the flow-e
Ma-ry re-gards them as her chil-dren. S
guides them, pro-tects, and as-sists the

Ask him hosts kind.

o we wish her to be a moth-er to us?
hen, let us im-i-tate these good girls.

Questions.—1. What are the names of these children?—2. Why they gather flowers?—3. Who is the Blessed Virgin?—4. How is e our Mother?—5. Why should we wish to be her children?—What lesson do these children give us?

Lesson XII.

THE LESSON AT HOME.

ome, Pat-rick, bring your book to me.
Read me one of your pretty les-sons.
—Yes, Mam-ma, I like to read to you.
What book shall I read in, Mam-ma?
n your Primary Reader; but keet it clean:
Good boys take care of their books.
Read slow-ly, and mind your stops.

Hold your book: do not read so fast.
Speak so, that I can hear every word.
Do not whine, nor read with a tone.
Spell all the hard words to me a-gain.
—What does that word mean, Mam-ma?
—I will tell you, my dear; 'tis well to ask.
You thus learn to think, as well as to read.

plate birds plume be.

—And now, read me your spell-ing task.
Can you re-peat your verse to me?
—I think I know it, Mam-ma, very well.
—Speak out then with a clear voice.
Do not drawl out your words.
At-tend to the sense, and vary your voice.
—Very good. Sweet fel-low! that will d

Questions.—1. Who asks Patrick to read? 2. What does Ma request of him in regard to his book? 3. How does she tell him read? 4. Should little boys and girls ask their teacher the meani of words they do not know? and why? 5. Do you think Patrick good boy? Why?

Lesson XIII.

THE MERIT OF OBEDIENCE

tąuhgt (tawt),	wọm'-an,	re-mĕm'-ber,
twĕlve,	vĭl'-laġe,	dĭs-o-bey,
wĭd'-ōw,	gōōd'-nĕss,	păr'-a-dīse,
ōn'-lў,	ăd'ăm,	ăt-tĕn'-tion,
tĕmpt'-ed,	ŏf-fĕnd',	sehōōl'-fĕl-lōws

1. John Martin was twelve years old. Hi moth-er was a wid-ow, and he was her on-l son. She loved him ver-y much. Her lov for her son was so great, that no one coul tell you how great it was. John felt all this

I to tame booms lane.

spell-ing task.
e to me?
a-ma, very well.
clear voice.
rds.
vary your voice.
ow! that will d

ad? 2. What does Ma
How does she tell him
their teacher the meani
5. Do you think Patrick

II.

EDIENCE

re-mĕm'-ber,
dĭs-o-bey',
păr'-a-dīse,
ăt-tĕn'-tion,
sehōōl'-fĕl-lōws

ve years old. Hi
he was her on-l
much. Her lov
at no one coul
John felt all this

ns lane.

d would not do a-ny thing to give his oth-er pain.

2. The vil-lage school was near-ly two iles from their house, and when John was very small boy—too small to walk so far— s moth-er taught him how to spell and ad, and how to say his prayers with at-n-tion. She told him of the good-ness of od, how He loved good chil-dren. She ld him how sin came in-to the world; that d-am and Eve were the first man and om-an; that when God made them He aced them in the gar-den of Par-a-dise. his was a de-light-ful place. God gave hem leave to eat of all the fruit in the gar-en, ex-cept that of one tree; but if they e of that, they should die. The dev-il, in he form of a ser-pent, tempt-ed them to eat it; and they did eat of it, and dis-o-beyed od. This was the first sin on earth, name-y that of do-ing what God told them not to o. It was a great sin to dis-o-bey God; nd chil-dren should re-mem-ber this, and

faint room friend moat.

nev-er dis-o-bey their par-ents, for they of-
fend God as well as their par-ents.

3. John was now big e-nough to go t
school, but he nev-er for-got his moth-er's
les-sons, and as he was a truth-ful and no-ble
boy his teach-er loved him, and so did his
school-fel-lows.

4. Dur-ing school hours he stud-ied his
les-sons, with at-ten-tion, and when play-
time came, he took part in base-ball and
oth-er games that were al-lowed. He played
with skill and spir-it, and the boys all liked

g go great guns grave.

o play with him. But he would nev-er ake part in any play that would pre-vent im from be-ing at home at the u-su-al hour f-ter school with-out his moth-er's leave.

5. One fine day some of the boys of his chool tried to keep him to play a game of ase-ball with them. He thought of his noth-er's ear-ly les-sons and re-fused to stay with them. When they could not in-duce him to stay by prom-is-es and soft words, ome were base e-nough to make use of hreats and a-bu-sive lan-guage.

6. At this mo-ment James Wil-son, who was at heart a good boy, cried out to his chool-fel-lows: "Shame up-on you! shame up-on all of us! In-stead of heap-ing a-buse n John Martin, we should all thank him or the les-son he has taught us. He has done what we all know to be right, and for my part I will al-ways re-spect him and love him more than ever." How much bet-ter and no-bler to do right, and o-bey your par-ents.

ts, for they of-
-ents.
ough to go t
t his moth-er's
h-ful and no-ble
and so did his

e stud-ied his
d when play-
base-ball and
ed. He played
boys all liked

grave.

if you may with way.

Questions.—1. Who is the subject of this lesson? 2. What did his mother teach him? 3. What do you know about Adam and Eve? 4. Tell me what you know of John Martin's school-days? How did James Wilson defend him?

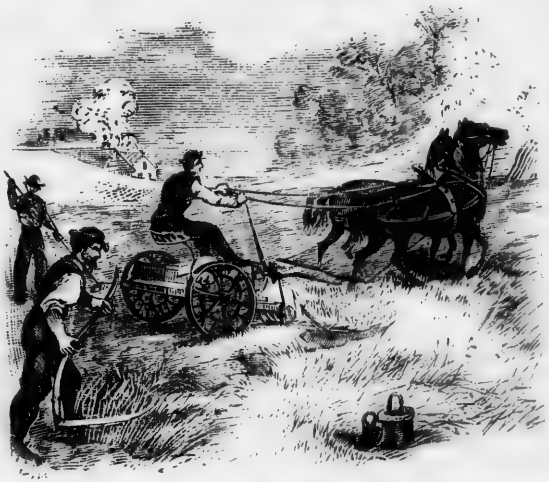
Lesson XIV.

flăt,	strạw,	ĕạrth,
town,	shōōt,	shôrt,
flour,	blādḙ,	drạwn,
grāi n,	stăcḳs,	yĕl-lō w,
sprout,	ḡround,	thrăshḙd,
plow'ed,	lō w'ĕr,	pro-dūc̣ed',
mă-c̣hīne',	be-cō mḙs',	mă-nūrḙd',
hăr'-rō w,	seăt'-tĕrs,	pre-pārḙd'.

I will now tell you how wheat is pro-duced. The land is plowed, and per-haps ma-nured. Then a man scat-ters some wheat on the land thus pre-pared: and a har-row is drawn over it to cover the seed. The har-row is a flat ma-chine, with rows of short spikes on its low-er side. When rain falls, it sinks down to the seed, and soft-ens it, and cau-ses it to sprout. The sprout is very small at first, but the heat of the sun makes it shoota-bove the earth. It is then like a bladeof grass, but it soon grows tall

A good saying.

with an ear of wheat on the top, which the sun rip-ens and makes yel-low. When ripe, it is cut down and then sent to the farm-yard, where it is laid up in stacks, or put in-to the



barn. Aft-er this, it is thrashed, to loos-en the grain from the straw, and then sent to the mill to be ground and sift-ed from its bran, and thus it be-comes flour.

Questions.—What do you observe in this picture? 2. What do you know about wheat? a harrow? 3. How does wheat become flour? 4. How is flour used? 5. Did you ever eat bread? Is flour in the bread?

Lesson XV.

THE LITTLE BIRDS.

strạw, hạwk, vŭl'-tūre, ŏs'-trĭch, cọŭn'-try,
prō-cūre, swạl'-lōw, ēạ'-gle, lärġ'-ĕst, çēr'-tain,
sēa-sọns, chēēr'-lĕss, dīs-tŭrb', fŏnd'-ly, joy'ọŭs,
wạr'blẹ, pās'saġe, smạll'-ĕst,
wĭn'-ter, chĭll-ing, hŭm'-mĭng.

Birds have two legs, with which they wal on the ground, or perch on the branch-es o trees. They have two wings, with whic they fly in the air. The os-trich is said t be the larg-est bird. The hum-ming bir is the small-est, its body be-ing on-ly a-bou one inch in length. Some birds, as th ea-gle, the vul-ture, and the hawk, are calle *birds of prey*. There are oth-er birds, whic pass from one country to an-oth-er, at cer tain sea-sons of the year, on which ac-coun they are cal-led *birds of pas-sage*. A-mong these are the crane, the stork, and the swal low. The small-est birds are said to build the warm-est nests. They form them o straws and moss, and coat them with woo or soft down. The old birds are ver-y kin

it uses wm wam can

to their young ones. They teach them to fly, and take care of them, un-til they are a-ble to pro-cure food for them-selves.

It is wrong for lit-tle boys to rob the bird's nests, or to de-stroy their young ones.

Questions. — 1. What is our lesson to-day? 2. How many birds are mentioned in the lesson? 3. What are birds of prey? 4. What are birds of passage? 5. How do birds build nests?

Lesson XVI.

DON'T KILL THE BIRDS.

1. Don't kill the birds—the little birds!
   They sing a-bout the door,
   Soon as the joy-ous spring has come,
   And chill-ing storms are o'er.

2. The little birds that sweet-ly sing!
   Oh, let them joy-ous live;
   And do not seek to take their life,
   Which you can never give.

3. Don't kill the birds—the pret-ty birds
   That play a-mong the trees;
   'Twould make the earth a cheer-less place,
   To see no more of these.

4. The lit-tle birds that fond-ly play,
Do not dis-turb their sport:
But let them war-ble forth their songs,
Till win-ter cuts them short.

5. Don't kill the birds—the hap-py birds,
That cheer the field and grove:
Such harm-less things to look up-on,
They claim our warm-est love.

Questions.—1. What does the first stanza teach? 2. What are you told in the second? 3. What is meant by the third? 4. What does the fourth say? 5. Why should we not kill birds?

ccc cc can came ccc.

THE CASTLE.

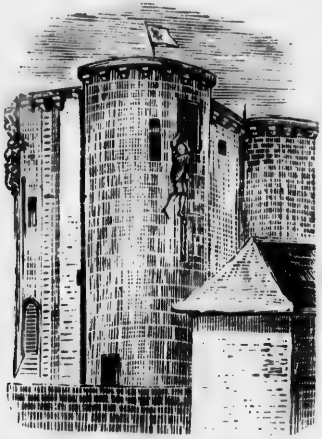
Lesson XVII.

hŭn'-ger, sēi'zed, prĭs'-ŏn-ers, hŭn'-dred,
in'-nŏ-cent, wĭn'-dōws, hĭm-self, wretch'-ed,
ĕn-ants, sŏme'-tīmes, trēat'-ed, chĭck'-ens,
let'-tĭng, thĕm-sĕlvĕs, pow'ĕr-fụl.

A man lived in this cas-tle a-bout three hun-dred years a-go. He was a very cru-el man. He treat-ed his poor ten-ants very bad-ly. E-ven when they had paid him all the rent he had a right to claim, he would take from them their cows, their hogs, and some-times their hens and chick-ens. He oft-en seized in-no-cent men, and kept them pris-on-ers in the cas-tle un-til they had paid him mon-ey for their ran-som.

2. Some-times these men were kept in the cas-tle, in small dark rooms, a long time. Ma-ny of these poor men died in cas-tle from grief and hun-ger. But some who were ver-y bold and dar-ing, made their es-cape, by let-ting them-selves down from the win-dows, which were so high up that it

would make you a-fraid to look down from one of those win-dows to the ground.



3. This bad man died a wretch-ed death. He was seized and put in pris-on by a man more pow-er-ful than him-self. He had to suf-fer, as he had made oth-ers suf-fer, from cold, hun-ger, thirst, and the strong chains that were put on his limbs.

Questions.—1. What is a castle? 2. What does your lesson say about the man who lived in the castle? 3. How did he get money? 4. How did he treat his fellow-men? 5. What became of him?

mm mm mmm mm.

WHAT THE CLOCK SAYS.

"Tick," the clock says, "tick, tick, tick!"
What you have to do, do quick:
Time is glid-ing fast away:
Let us act, and act to-day.

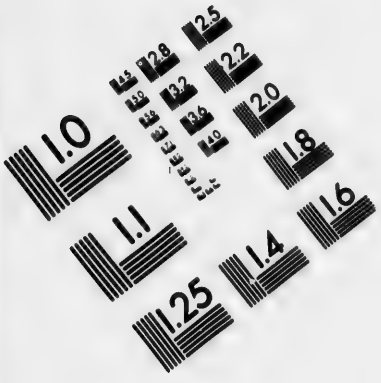
If your les-son you would get,
Do it now, and do not fret:
That a-lone is hearty fun
Which comes after work is done.

When your mother says, "Obey,"
Do not loiter, do not stay;
Wait not for an other tick;
What you have to do, do quick.

- -

There is in heav-en
Life with-out death,
Youth with-out age,
Rest with-out la-bor,
Peace with-out strife,
Joy with-out tears,
Wealth with-out want,
And hap-pi-ness be-yond meas-ure.

A Ann Lane Moy.



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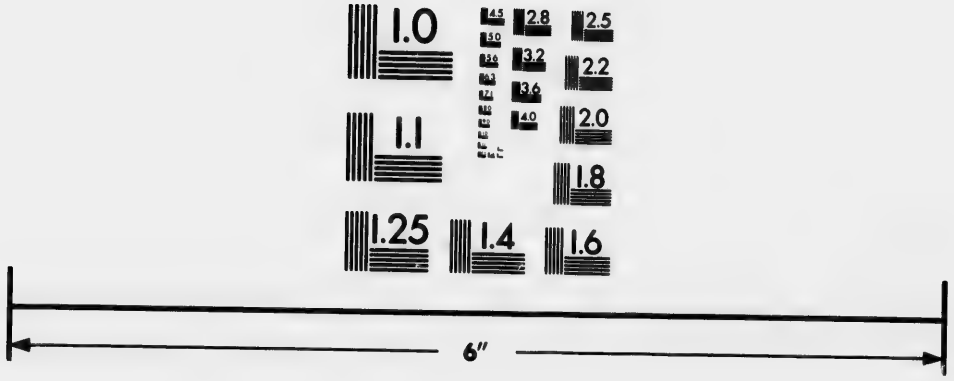

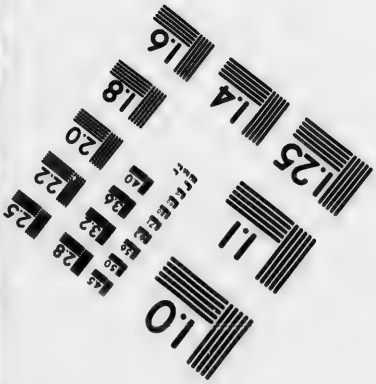

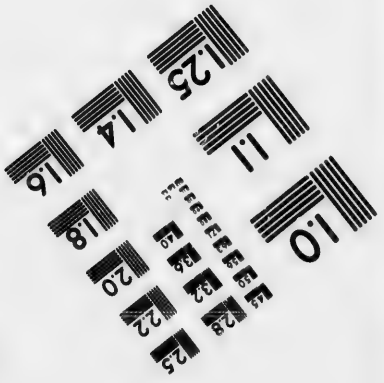

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Lesson XVIII.

THE TREE.

branch'-es,	rō'-sy,	eăr'-ry,
boughs,	tā'-bles,	beaū'-ti-ful,
bas'-ket,	hăng,	de-līght'-ful.

A large old tree, like the one in the pict-ure be-fore us, is not on-ly ver-y beau-ti-ful, but it is al-so ver-y use-ful. In ver-y hot weath-er it af-fords a de-light-ful shade from

the rays of the sun. Birds build their nests in the branch-es of the trees, and in the trees, it may be said, they have their home.

2. When cut down, the most use-ful things are made of the wood. Even the bark is turned to use. The chairs up-on which you sit, the ta-bles at which you eat, the doors of your house, are made of wood. And sometimes hous-es are built en-tire-ly of wood.

3. A tree has a root that goes a great way un-der ground. The roots may be called its legs; the tree could not stand with-out them. Then the tree has a trunk: a large straight trunk; which is its bod-y. Then the tree has branch-es; these are its arms; sometimes they spread out ver-y far. Then there are boughs; and up-on the boughs, leaves and blos-soms. There is a blos-som up-on the apple tree. Will the blos-som be always up-on the tree? No; it will fall off soon; per-haps it will fall off to-night. But then do you know what will come in-stead of the blos-som? What? The fruit. After

the blos-soms of the ap-ple tree fall off, there will be apples. At first, they will be lit-tle ti-ny things, not much big-ger than the head of a pin, but they will swell and grow big-ger and hard-er each day, till at last they will come to their full size. And when the sun has made them grow ri-per, they will hang with ro-sy cheeks, read-y to be plucked by the man who owns them, and then, per-haps, the fruit deal-er will buy them, and car-ry them to the market to sell.

Questions.—1. What do you know about the tree? 2. What are the parts of a tree? 3. What are the uses of a tree? 4. Do trees furnish any thing else besides the wood to build houses? 5. How many kinds of trees do you know?

Lesson XIX.

MARY IMMACULATE.

vĭrt′-ūe,	vĭr′-ġin,	de-vout′-ly,
tĕmpt′ed,	prō-elāim′,	ae-knŏwl′-edġe.

Hail! vir-gin of vir-gins!
Thy prais-es we sing,
Thy throne is in heav-en,
Thy Son is its King.

James Thomas Fields.

The Saints and the An-gels
Thy glo-ry pro-claim;
All na-tions de-vout-ly
Bow down at thy name.

Let souls that are ho-ly.
Still ho-lier be,
To sing with the an-gels,
Sweet Ma-ry, of thee.
Let all who are sin-ners
To vir-tue re-turn,
That hearts with-out num-ber
With thy love may burn.

Thy name is our pow-er,
Thy love is our light;
We praise thee at morn-ing,
At noon, and at night.
We thank thee, we bless thee,
When hap-py and free;
When tempt-ed by Sa-tan
We call up-on thee.

Oh! be then our Moth-er,
And pray to the Lord.

Huron Henry Knife.

That all may ac-knowl-edge
And wor-ship his word.
That good men with cour-age
May walk in his ways,
And bad men con-vert-ed
May join in his praise.

Lit-tle drops of wa-ter,
Lit-tle grains of sand,
Make the might-y o-cean,
And the pleas-ant land.
Thus the lit-tle min-utes,
Hum-ble though they be,
Make the might-y a-ges
Of e-ter-ni-ty.
Thus our lit-tle er-rors
Lead the soul a-way
From the path of virt-ue,
Off in sin to stray.
Lit-tle deeds of kind-ness,
Lit-tle words of love,
Make our earth an E-den,
Like the heav-en a-bove.

Promise Prove Rosa R

Questions.—1. Who is Mary Immaculate? 2. What do you mean by Immaculate? 3. Is Mary the only one born immaculate? Why? 4. Why is she called our mother? 5. What must we do to be truly her children?

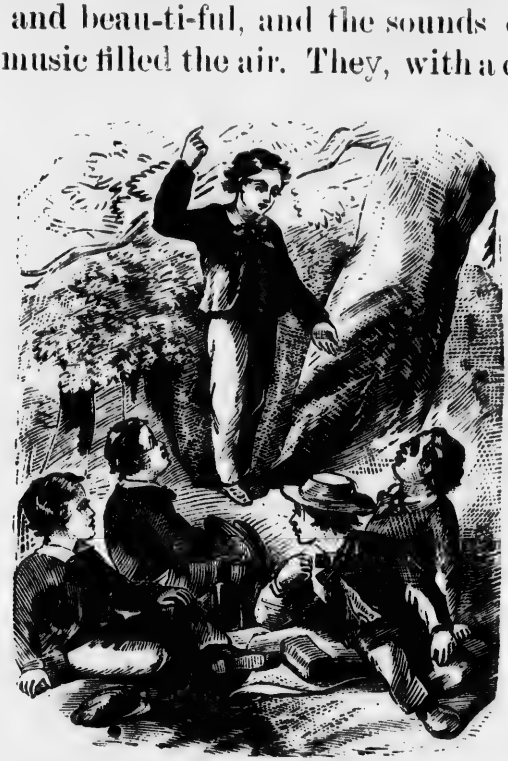
Lesson XX.

A BOY MAKING A SPEECH.

sĕv'ĕn-tēēnth, plăt-fôrm, Păt'-rĭck, de-tēr'-mĭnĕd, hăz' ĕnĕd, cŏŭn'try, ĕx-clāim'-ing, ĕm-brāçed, cŏŭr'aġe, ăp-point'ed, cŏŭş'-ins, ăt-tīred'.

It was a bright, clear morn-ing on the seven-teenth of March, when Wil-lie Burke, who lived in the coun-try, re-ceived a vis-it from his four cous-ins, who were a-bout his own age, and in-habi-tants of the city. They were neat-ly at-tired: each wore a nice green coat and neck-tie, and on his hat a pretty sham-rock. They were all ful-ly de-ter-mined to spend the day as it should be spent. It was to be-gin with a speech, and Wil-lie Burke was chosen as the speaker. Wil-lie had just won the first prize in his his-tory class, and he car-ried off a prize for logic. His cous-ins thought very high-ly of Wil-lie,

and he felt proud that they had chosen him to be their speak-er. The coun-try looked fresh and beau-ti-ful, and the sounds of dis-tant music filled the air. They, with a choice



as-sort-ment of cakes and fruits, has-tened to the place ap-point-ed for their feast. It was at the foot of a large tree, where the

Small Sage Leaf Set.

ground formed a nat-u-ral plat-form for the young ora-tor. When Wil-lie mount-ed the plat-form, a ray of joy beamed up-on his bright and in-tel-li-gent coun-ten-ance. He spoke bold-ly such thoughts as he had in simple and earnest words. He had not read the life of St. Pat-rick in his school books, but, prob-a-bly he had often done so in the lives of the Saints. He told them that the faith plant-ed in Ire-land by St. Pat-rick would have been des-pised had it not been main-tained by brave and he-ro-ic deeds; that brave words are very good in their place, but that brave deeds are better. He con-clu-ded by ex-claim-ing: "Look at what a noble race of he-roes he created! They are yet liv-ing in that coun-try and will al-ways live there, happen what may, because they are sons of St. Pat-rick."

This was the les-son he thought they should learn and re-solve to main-tain by courage and self-denial, what their fathers had won by the practice of the same vir-tues. When

he finished, the boys, who had listened with at-ten-tion, gave forth hearty cheers, and ap-proach-ing him, heart-i-ly con-grat-u-lat-ed him on his suc-cess. They then par-took of the cakes and fruit, and then they re-turned home, well pleased with the man-ner they had spent the day. Dear friends, im-i-tate Wil-lie Burke; al-ways love your faith and coun-try and be ever ready to die rather than for-sake either.

"Lift up your hearts!" Yes, I will raise
My heart and soul, dear Lord, to Thee;
My voice I'll tune to sing Thy praise,
For all that Thou hast done for me.

'Twas Thou that gavest me life and breath;
It is Thy hand that holds me still.
That keeps me from the sleep of death,
And shel-ters me from ev-ery ill.

Came Cash Dear Daisy.

A CHILD'S EVENING PRAYER.

An-oth-er day its course has run,
And still, O God, the child is blest;
For Thou hast been, by day, my sun,
And Thou wilt be, by night, my rest.

Questions.—1. Who was St. Patrick? 2. What did he do for Ireland? 3. Why is the seventeenth of March held in such esteem? 4. Where is Ireland? 5. What did Willie Burke say? 6. What lesson do his words convey?

LESSON XXI.

A SAIL.

rōll, tĕll, wāves, dăshed, cōat, pȧpȧ′, căp′tain, lēarned, bōat, wĭnd, blōws, knów.

Papa, I want to sail in the new boat. Will you take me out?

It is pretty cold, Frank. See how the wind blows, and how the waves roll on the beach.

I know it is cold, papa, but I have a warm coat.

Well, come on. I will hold the boat while you get in.

Daisy. Kativa Kandt Quebec Q.

So Frank and his papa go into the boat and put up the sail.

The waves were very high, but Frank was not afraid. The boat was strong, and his papa could sail it well.

The waves dashed over the side of the boat, but the more they dashed, the more fun it was for Frank.

When Frank got to be a man, he was so fond of the water that he went to sea in a large ship.

He learned how to sail the ship, and after a while, he was made captain of it.

Yard Union Yoke Urban

He is an old man now, and likes to tell little boys and girls all he learned and saw while he was captain of a ship.

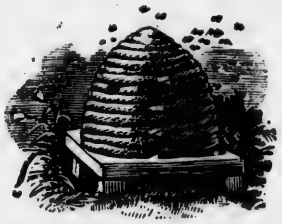
Questions.—1. What do you see in this picture? 2. Who is the subject of our lesson? 3. What did Frank become? 4. What does he tell little boys and girls?

Lesson XXII.

THE BUSY BEE.

bus'y (bĭz'y), hon'ey, ō'-pen-ing, im-prove', mĭs'-chief, ac-count', shĭn'ing, ĭ'-dle, lā'-bor.

How doth the lit-tle bus-y bee
Im-prove each shin-ing hour,
And gath-er hon-ey all the day
From ev-er-y o-pen-ing flow-er



How skill-ful-ly she builds her cell,
How neat she spreads the wax!
And la-bors hard to store it well
With the sweet food she makes.

Zurich Wexford Vic W.

In works of la-bor or of skill,
I would be bus-y too:
For Sa-tan finds some mis-chief still
For i-dle hands to do.

In books, or work, or harm-less play,
Let my first years be passed,
That I may give, for ev-er-y day,
Some good ac-count at last.

TO A REDBREAST.

Lit-tle bird, with bo-som red,
Wel-come to my hum-ble shed;
Dai-ly near my ta-ble steal,
While I pick my scant-y meal.

Doubt not, lit-tle though thou be,
But I'll cast a crumb to thee;
Well re-paid, if I but spy
Pleas-ure in thy glanc-ing eye.

A Authority Banisher

Lesson XXIII.

HOW THE CAT SEES.

1. Now, Mary, will you please tell us all that you have found out about your kitty's eyes?

2. Yes! When I looked at my pussy's eyes, in the bright sunshine, I saw that they

are round and yellow, with a black streak in the middle running up and down.

3. The black spot in the middle of my

Ceremony Agnes Cat D.

eye is round, and I have read in a book that it is a hole to let in the light, and is called the "pupil."

4. The black streak in pus-sy's eye is the pupil, and it is al-most shut up to keep out the bright light.

5. I looked into her eyes last night just before dark, and the pupil was large and round.

6. When the pupil is opened so wide, more light is let in, and pus-sy can see very well when it is so dark, I can not see any thing.

7. In this way, with her big eyes open, she sees and catches rats and mice that come out of their holes in the night to get something to eat.

8. My kit-ty loves to sleep in the day-time on the nice bed in her basket, or on the rug before the fire. In sum-mer she likes to go out and get a nap on the grass in the shade of a tree.

9. In the night, when she can see so well.

Eva Fame Easter Fast.

she goes out to hunt and to make visits. When visitors come to see her in the night, we often hear and awful squal-ling, which I sup-pose is a "cat's con-cert."

10. In cold, winter nights, kitty mews to be let in, and she then likes to curl up on my bed.

PUSSY'S VISIT.

'Pussy-cat, pussy-cat! where have you been?'
'I've been to London to see the Queen.'
'Pussy-cat, pussy-cat! what saw you there?'
'I saw a little mouse under the chair.'

Questions.—1. What are the shape of the eyes of Mary's cat? 2. Can you explain them? 3. Do cats see as well in day-time as in the night? 4. Are cats useful? How? 5. What is a "cat's concert?"

LESSON XXIV.

GOD SEES ALL THINGS.

läugh, (läf), naught'-y, scĕnt'-ed, watch'-ing, hăp'py, twĭnk'-ling, quĭ'-et, sŏr'-ry, point'-ing.

God can see me ev-er-y day,
When I work, and when I play;

George Hand Henry G.

When I read, and when I talk;
When I run, and when I walk;
When I eat, and when I drink;
When I sit and only think;
When I laugh, and when I cry,
God is ev-er watch-ing nigh.

When I'm qui-et, when I'm rude,
When I'm naught-y, when I'm good;
When I'm hap-py, when I'm sad,
When I'm sor-ry, when I'm glad;
When I pluck the scent-ed rose,
That in my pret-ty gar-den grows;
When I crush the ti-ny fly,
God is watch-ing from the sky.
When the sun gives heat and light,
When the stars are twink-ling bright.

A Imagination Jest Just!

When the moon shines on my bed,
God still watch-es o'er my head ;
Night or day, at church or fair,
God is ev-er, ev-er near,
Mark-ing all I do or say,
Point-ing to the hap-py way.

Lesson XXV.

ROWING A BOAT.

beaū'-ti-fụl, dĕ-līght-fụl, rĕ-lāt'-ing, be-nĕf-i-çĕnt,
hănd'sŏme, ō-bē'-dient, blĕss'ed, pur'-chased,
ĭn'jured, dĕ-līght'ed, hăp'-pi-nĕss,
ĭn-vōke', dĕ-sīre'. prō-tĕct', hĕa-vẹn.

See what a beau-ti-ful boat. John and James are tak-ing a ride. John is older than James. James is as big as John. James

Kindred Sunning Kid.

has an oar in his hand. How well they row. They are go-ing by that house. Their father pur-chased them that pretty boat. John and James go to school every day. John can write better than James. Would you like to have as hand-some a boat as that? Be a good boy and your father may buy you one. Do you live near a river? James can sing some very beau-ti-ful hymns. He can sing "Hail! Star of the Sea," or "Holy Ma-ry, Mother Mild." John is de-lighted to hear James sing. James loves to sing for John. It is so pleas-ant to sing those sweet songs, re-lating to the most bless-ed Vir-gin. How happy those boys are. Do you de-sire to have happi-ness? You must love your father and mother. You must learn to sing a-bout your bene-ficent Mother who is in heaven. She will be good to you. She will pro-tect you in all your dangers if you get a fine boat and take a row. You should in-voke her that you might not get injured. You should call your boat: "The Star of

Mattie Nellie Mary N.

the sea." Be a good boy and God will love you and make you very happy.

Questions.—1. Who are the two boys in the boat? 2. Who gave them that boat? Why? 3. Does James sing? 4. What must we do to be happy? 5. Who is our heavenly Mother?

Lesson XXVI.

HOW NERO SAVED HIS MASTER.

1. Ne-ro was a dog that slept in a ken-nel in the yard to keep watch in the night, so that no thieves would come about and steal.

2. One night he fol-lowed his master up-stairs to his bed-room. The servant turned him out; but he howled and scratched at the door, and, when he was driv-en away, he soon came back.

3. At last his master, cu-ri-ous to see what he would do, or-dered the door to be opened. The dog at once rushed into the room, and, giv-ing a little, short bark, by way of thanks, he crawled under the bed, as if he meant to stay there.

Omnibus Poli Qui ... F.

4. The master thought the dog act-ed rather strange-ly; but he soon for-got all about it, and, at the u-su-al time, went to bed.

5. In the middle of the night a great noise in the room woke the master, and he got up to see what was the matter. There, on the floor, was a man flat on his back, while Ne-ro stood over him growl-ing in a way that said, "Lie still if you wish to keep a whole skin."

6. The man was tied and taken to pris-on, and he proved to be a rob-ber who had come to steal the master's purse, and per-haps to kill him.

7. What made the dog leave his own bed and go up to the room of his master no-body knew; but he seemed to think that his master was in dang-er, and so he went up to help him.

8. You may be sure that Ne-ro was well treat-ed after this, and he could sleep where he pleased; but he went back to his ken-

Quantity Remarks Quay.

nel, as though he knew it was his place to keep watch out-of-doors.

9. He lived to be a very old dog, and he had the best of care un-til he died.

Questions.—1. What did Nero do? 2. How did he succeed? 3. How was he rewarded by his master? 4. Why did Nero leave his kennel to follow his master? 5. Will you tell me how Nero saved his master?

Lesson XXVII.

SUFFER LITTLE CHILDREN TO COME UNTO ME.

sŭf'fer, fo͝ot'-sto͝ol, hĕa̤v'-e̤n, lĭt'-tl̤e, prâye̤r, wor'-ship, chĭl'-dren, prē-pâre', hō'-ly, stō'-ry, wa̤shed, a̤l'-tar, kĭng'-dom, sĭm'-ple, lŏn'-ger, be-lōw', a̤th'-er, de-çēive'.

I think, when I read that sweet sto-ry of old,
When Je-sus was here a-mong men;
How He called lit-tle chil-dren like lambs to His fold,—
I should like to have been with Him then.

How I wish that His hands had been laid on my head,

Summer Thomas Sum.

And my arms had been thrown round
His knee,
And that I might have seen His kind looks
when He said:
"Let the lit-tle ones come un-to me."

Yet still to His foot-stool in prayer I may go,
And ask for a share of His love;
And if I thus ear-nest-ly seek Him be-low,
I shall see Him and hear Him a-bove.

In that beau-ti-ful place He has gone to
pre-pare
For all who are washed and for-giv-en;

Unfruitful Void Use Vile.

For ma-ny dear children are gath-er-ing there,
And "of such is the king-dom of heav-en."

But His mer-cy and love each day I may see
For He says: "I am all days with you;"
And surely He loves lit-tle chil-dren like me,
And all who are sim-ple and true.

His word I be-lieve, and I trust in His grace,
And will straight to His al-tar re-pair;
For He says He shall dwell in that sweet, ho-ly place,
And a child may wor-ship Him there.

Questions.—1. Who is the subject of this lesson? 2. Who is our Lord? 3. Why should we wish to have lived when our Lord was on earth? 4. Is He not with us now? How? 5. What were some of His sayings? 6. Could you tell me all this in your own words?

Do your best, your very best,
And do it every day.
Little boys and little girls,
That is the wisest way.

Wrongs Xavier Willie N.

Lesson XXVIII.

HOW DOGS SEE AND SMELL.

I think John has some-thing new to tell us about his dog to-day. Let us listen to him.

2. I have looked at my dog's eyes, and I find that the pu-pil is round, like mine, and it does not shut up into a streak, as in a cat.

3. The dog does not see so well in the night as a cat, but his sense of smell is much more keen.

4. My Uncle James has a pointer-dog named "Grouse," and one day I went out with them to hunt quails.

5. Grouse would run all about un-til he smelled the birds, and then he would creep along a little way and stand still with his nose point-ing for-ward.

6. My Uncle would then come up with his gun, and, when he was ready, the dog would go slow-ly for-ward scar-ing the birds up, when Uncle would shoot them.

Gone Zebra Gale Zeno.

7. In this pict-ure we see a dog point-ing quails among the reeds. The birds hear him, and are just ready to fly.

8. A dog will fol-low the track of his mas-ter for a long dis-tance, and hounds will fol-fow the track of a wolf or a fox or a bear, so that the hunt-er can come up with it and kill it.

9. Rover is a good watch-dog, and, if he hears or smells any-body about in the night, he makes a great rack-et.

A good boy is ever happy.

10. He knows, too, where the other an-i-mals be-long, and, if a cow or a sheep gets into the gar-den or yard, he goes and drives it out.

Questions.—1. What is Uncle James' dog's name? 2. Can you tell the difference between the dog's eyes and the cat's? 3. What did John relate about "Grouse"? 4. How many different kinds of animals are mentioned in this lesson? 5. What does a hound do? 6. What do you know about Rover?

Lesson XXIX.

WHAT THE HORSE CAN DO.

1. Hors-es, when they do not work too hard, love to play and have fun. They will race after each other, kick their heels, and have a mer-ry time. Here are two stor-ies which a man tells of the kind of fun that the horse seems to enjoy:

2. "One of our hors-es, "Billy," used to give us a great deal of trouble, he knew so much. He had found out how to un-tie his halt-er, and open the stable-door, and so would get out when the door was not locked.

Be always very good boys.

One day Billy came out, and found little Har-ry in the yard. He did not at-tempt to hurt the child, but drove him into a cor-ner, and kept him there by shak-ing his head when-ever the little fel-low tried to get away.

3. "I heard Har-ry cry, and let Billy away; but he gave a part-ing shake of his head to the boy, as much as to say, "Next time I will look after you clos-er."

4. "Com-ing home one eve-ning, I heard

a couple of hors-es run-ning and frisk-ing about in the farm-yard at a great rate. The wall was high, and I could on-ly see their heads and their manes.

5- "I found a hole to look through, and saw that the hors-es were amus-ing themselves by chas-ing a pig around the yard.

6. "They would drive it into a cor-ner, and fling their heels into the air with great de-light. They would not give the poor pig a mo-ment's rest."

Questions.—1. What do you see in this picture? 2. Did people ever travel in a stage coach? When? 3. What can you tell about "Billy"? 4. What do you know of the tricks and pranks of horses? 5. Of what use are horses?

Lesson XXX.

THE SACRED HEART.

Peace, be still! Our God is dwell-ing
Silent on His altar throne;
Let us kneel, our bosoms swell-ing
With a joy but seldom known.

Do nothing that is naughty.

Heart of Jesus! Call me hither,
With our burden, sad, within,
From a world, where children, falling,
Learn how hard it is to win,

In the battle with that Serpent
That our ruin seeks, by sin
Sacred Heart, be our pro-tec-tion,
Lead us past the thorn-y way,
Take us to the bet-ter land, where
Night gives place to end-less day.

Evil deeds dishonor man.

Lesson XXXI.

ONLY A LITTLE BOY.

1. People of-ten say "he is on-ly a lit-tle boy and can not do any-thing." Do you believe this? I hope not; for boys even of a tender age can do man-y use-ful things. They can make mother's heart re-joice by be-ing kind to small-er broth-ers or sis-ters.

Lit-tle boys can say their pray-ers just as well as grown-up people. They can run er-rands, help to keep the house neat and clean, read at night for mother and father, speak gent-ly to the ser-vants and bring food to the poor.

2. When holy Da-vid was but a small boy he watch-ed his father's flocks; Sam-u-el when a mere child, lived and prayed in the tem-ple; the most bless-ed Vir-gin Ma-ry, the Mother of God, went to the tem-ple when she was four or five years old; and Je-sus when a child, helped his fos-ter fa-ther Saint Jo-seph, in a car-pen-ter's shop.

Fortune is often an evil

If lit-tle boys and girls could do noth-ing else than make their pa-pas and mam-mas hap-py, by be-ing gen-tle, kind o-blig-ing, this would be a great thing al-ready. When you think that mother has a head-ache, or is tired, ask her if you can do any-thing for her. Do not be a-shamed to help her at any kind of work. Bad boys laugh at you, but this must not give you any trouble. A lit-tle boy who helps his mother to make fire, or who minds the ba-by while she is cook-ing sup-per, is do-ing just as much as a big man can do.

3. When ev-er you have a chance, try to be of service at home. When you can get back from school, ask mother if you can do any-thing for her. Per-haps, she will not kiss you each time you of-fer to work for her, but you may be sure she will be ver-y much pleased.

4. Now, we are all go-ing to try how man-y things lit-tle boys can do. This will make fa-ther and mo-ther proud of us. We

will be the pride and the joy of our homes. God will bless us on earth, and af-ter a while, will call us to a happy land, where father and mother, brothers, and sisters will be forever together.

Questions.—1. How many things can a little boy do? 2. Are there any other things a little boy can do? 3. Can he do anything in school? 4. Is it well to imitate him?

LESSON XXXII.

THE SELF-WILLED BOY.

Geôrge, hănd'-sŏme, mărsh'-y, rĭv'-er, thôught, flōat'-ĭng, eût'-ting, rĕck'-lĕss, brĭdge, thrōw'-ing, mov'-ing, bĕnd'-ing, stōnes, shōul'-der, ôr'-ders, wa'-tĕr, re-stōre', re-gărd'-ing, sĕdg'-y, for-bădе'.

George Morris was a very careless and heedless boy. Indeed, he was a bad boy, for he oft-en did things which his mother told him he must not do. He would go alone to the river which was very deep, and amuse himself by throwing stones into the water; or bending down from the low, sedgy banks, he would try to catch the light pieces of wood or other things that floated with the

Heed not evil companions.

current. His mother, knowing how reckless he was, forbade him to go to the river when alone. But still he would go there, not regarding the orders she had given him.

2. One day, when he came to the bank of the river, as usual, he saw what he thought was a very handsome cane floating near the bank on the other side of the river. Oh! said he, I wish I had that cane. See, it is not moving with the water, and must be held fast in some way. I will run to the bridge and cross over it, and then I shall soon have the cane.

3. The land on the other side was low and marshy. An old man was there cutting grass. The old man told George not to go too near the river. He saw what a small boy George was, and he knew that the bank of the river was wet and slippery. But George made the old man a short and impudent answer, and went along toward the river. After a short time the old man heard a cry and the noise of a splash in the water. He looked up, but

In all you say reflect well.

could not see George. The poor old man ran as fast as he could to-ward the river, and seeing George just sinking below the surface of the water, he jumped in to save him. This poor man, though old, was a good swimmer, and he soon placed George, who was now

insensible, on the bank of the river, and then having taken the best means he could to restore him, he placed him on his shoulder and carried him home. Notwithstanding

Justice is a cardinal virtue.

the great care which his good mother took of him, he caught a cold, and was sick for at least some seven or eight days.

Questions.—1. Who is the subject of this lesson? 2. Can you tell it in your own language? 3. How did the old man act toward the disobedient boy? 4. What was the consequence? 5. What is the lesson taught?

Be the matter, what it may
Always speak the truth.
If at work, or if at play,
Always speak the truth.

Love God and your parents.

My child look to God.

Never do an act to regret.

Youth is the spring of life.

Heaven is our true home.

TIME TABLE.

60	Seconds,	make	1	Minute.
60	Minutes,	"	1	Hour.
24	Hours,	"	1	Day.
365	Days,	"	1	Com. Year.
366	Days,	"	1	Leap Year.
7	Days,	"	1	Week.
52	Weeks,	"	1	Year.
100	Years,	"	1	Century.

UNITED STATES MONEY.

10	Mills	make	1	Cent.
10	Cents	"	1	Dime.
10	Dimes	"	1	Dollar.
10	Dollars	"	1	Eagle.

ENGLISH OR STERLING MONEY.

4	Farthings	make	1	Penny.
12	Pence	"	1	Shilling.
20	Shillings	"	1	Pound.

MULTIPLICATION TABLE.

2 times 1 are 2	3 times 1 are 3	4 times 1 are 4
2 times 2 are 4	3 times 2 are 6	4 times 2 are 8
2 times 3 are 6	3 times 3 are 9	4 times 3 are 12
2 times 4 are 8	3 times 4 are 12	4 times 4 are 16
2 times 5 are 10	3 times 5 are 10	4 times 5 are 20
2 times 6 are 12	3 times 6 are 18	4 times 6 are 24
2 times 7 are 14	3 times 7 are 21	4 times 7 are 28
2 times 8 are 16	3 times 8 are 24	4 times 8 are 32
2 times 9 are 18	3 times 9 are 27	4 times 9 are 36
2 times 10 are 20	3 times 10 are 30	4 times 10 are 40
2 times 11 are 22	3 times 11 are 33	4 times 11 are 44
2 times 12 are 24	3 times 12 are 36	4 times 12 are 48

5 times 1 are 5	6 times 1 are 6	7 times 1 are 7
5 times 2 are 10	6 times 2 are 12	7 times 2 are 14
5 times 3 are 15	6 times 3 are 18	7 times 3 are 21
5 times 4 are 20	6 times 4 are 24	7 times 4 are 28
5 times 5 are 25	6 times 5 are 30	7 times 5 are 35
5 times 6 are 30	6 times 6 are 36	7 times 6 are 42
5 times 7 are 35	6 times 7 are 42	7 times 7 are 49
5 times 8 are 40	6 times 8 are 48	7 times 8 are 56
5 times 9 are 45	6 times 9 are 54	7 times 9 are 63
5 times 10 are 50	6 times 10 are 60	7 times 10 are 70
5 times 11 are 55	6 times 11 are 66	7 times 11 are 77
5 times 12 are 60	6 times 12 are 72	7 times 12 are 84

8 times 1 are 8	9 times 1 are 9	10 times 1 are 10
8 times 2 are 16	9 times 2 are 18	10 times 2 are 20
8 times 3 are 24	9 times 3 are 27	10 times 3 are 30
8 times 4 are 32	9 times 4 are 36	10 times 4 are 40
8 times 5 are 40	9 times 5 are 45	10 times 5 are 50
8 times 6 are 48	9 times 6 are 54	10 times 6 are 60

8	times	7	are	56	9	times	7	are	63	10 times	7 are 70
8	times	8	are	64	9	times	8	are	72	10 times	8 are 80
8	times	9	are	72	9	times	9	are	81	10 times	9 are 90
8	times	10	are	80	9	times	10	are	90	10 times	10 are 100
8	times	11		88	9	times	11	are	99	10 times	11 are 110
8	times	12	are	96	9	times	12	are	108	10 times	12 are 120

11	times	1	are	11	12	times	1	are	12	13 times	1 are 13
11	times	2	are	22	12	times	2	are	24	13 times	2 are 26
11	times	3	are	33	12	times	3	are	36	13 times	3 are 39
11	times	4	are	44	12	times	4	are	48	13 times	4 are 52
11	times	5	are	55	12	times	5	are	60	13 times	5 are 65
11	times	6	are	66	12	times	6	are	72	13 times	6 are 78
11	times	7	are	77	12	times	7	are	84	13 times	7 are 91
11	times	8	are	88	12	times	8	are	96	13 times	8 are 104
11	times	9	are	99	12	times	9	are	108	13 times	9 are 117
11	times	10	are	110	12	times	10	are	120	13 times	10 are 130
11	times	11	are	121	12	times	11	are	132	13 times	11 are 143
11	times	12	are	132	12	times	13	are	144	13 times	12 are 156

14	times	1	are	14	15	times	1	are	15	16 times	1 are 16
14	times	2	are	28	15	times	2	are	30	16 times	2 are 32
14	times	3	are	42	15	times	3	are	45	16 times	3 are 48
14	times	4	are	56	15	times	4	are	60	16 times	4 are 64
14	times	5	are	70	15	times	5	are	75	16 times	5 are 80
14	times	6	are	84	15	times	6	are	90	16 times	6 are 96
14	times	7	are	98	15	times	7	are	105	16 times	7 are 112
14	times	8	are	112	15	times	8	are	120	16 times	8 are 128
14	times	9	are	126	15	times	9	are	135	16 times	9 are 144
14	times	10	are	140	15	times	10	are	150	16 times	10 are 160
14	times	11	are	154	15	times	11	are	165	16 times	11 are 176
15	times	12	are	168	15	times	12	are	180	16 times	12 are 192

7 are 70
8 are 80
9 are 90
10 are 100
11 are 110
12 are 120

1 are 13
2 are 26
3 are 39
4 are 52
5 are 65
6 are 78
7 are 91
8 are 104
9 are 117
0 are 130
1 are 143
2 are 156

1 are 16
2 are 32
3 are 48
4 are 64
5 are 80
6 are 96
7 are 112
8 are 128
9 are 144
0 are 160
1 are 176
2 are 192

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